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ABSTRACT

In fall 1993, a survey was conducted at Sinclair Community College (SCC), in Ohio, to determine currently enrolled students' perceptions regarding their experiences, evaluations of SCC, and educational goals. Questionnaires were distributed to 20,948 students in 155 classrooms, resulting in a 10% return rate (n=1,909). The demographic characteristics of the sample were very similar to those of the overall student population. Survey findings included the following: (1) with respect to SCC facilities, 20% of the respondents indicated that they had problems getting around on campus, another 20% found classrooms uncomfortable, and 10% did not think laboratories were well-equipped; (2) regarding instruction, 90% felt that instructors were knowledgeable, that coursework was challenging, and that there was a good variety of courses offered; (3) overall, 93% of all students survey agreed that Sinclair provides a quality education experience; (4) regarding students' educational goals, 70% intended to obtain an associate degree and 33.8% intended to transfer; (5) the most commonly cited potential benefits to their education at Sinclair were discovering the best career (22.6%), developing self-confidence (16.9%), developing individual initiative (10.8%), learning to write well (8.6%), strengthening math skills (8.0%), and learning to work with computers (7.6%); and (6) about 400 students shared suggestions concerning possible instructional changes, mostly concerning class scheduling and course availability. The survey instrument and student comments are included. (KP)

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ED 375 899

REPORT OF FINDINGS:

CURRENT STUDENT SURVEY

WHAT'S GOOD? WHAT'S BAD?

Sinclair Community College

U.S. DEPARTMENT OF EDUCATION
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JC 940 616

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REPORT OF FINDINGS:
CURRENT STUDENT SURVEY
WHAT'S GOOD? WHAT'S BAD?

USE OF REPORT

As we move forward with the Sinclair Quality Initiative, the need for continuous quality improvement challenges us to turn our attention to various aspects of student satisfaction with the educational experience we provide. Previous surveys such as this one as well as others conducted by the Office of Institutional Planning & Research in the past have indicated high levels of student satisifaction with this experience. Indeed, this report affirms this same degree of overall satisfaction, but it also points to certain areas where up to one-fifth to one-fourth of the respondents indicate dissatisfaction with certain aspects of the College. Is that level of dissatisfaction too high? Should we take comfort because it is so low? What's good? What's bad? Is this level of dissatisfaction a benchmark from which to gauge future improvement or a goal which we should strive to maintain?

We believe you will find the section labeled *Potential Educational Benefits* of particular interest. This section relates to a number of questions dealing with student expectations about the skills they deem most important to have attained by the time they leave Sinclair. Though future research in this area will be done to learn whether these students feel we have met their expectations, we would encourage the institution to dialog on the following questions:

> What impact does our ability to meet student expectation have on retention? Should our initial interface with students be different?
>
> Do we tell them they need to read, write and do problem solving when they want to learn about careers, develop self-confidence and initiative?
>
> How do the needs of employers mesh with student expectations?
>
> Are we effectively integrating student expectations into the curriculum?
>
> Do students understand why reading, writing and problem-solving are important to their career choice?

At this point in our Quality Initiative, we need to engage these and other questions and begin to reach consensus about what areas of the educational experience may need improvement and then discover the underlying processes which may contribute to the responses students have expressed. Hopefully, this Report of Findings will contribute toward that effort of continuous improvement.

PURPOSE OF STUDY

The survey was designed to discover various perceptions of currently enrolled students concerning their experiences at Sinclair and their own educational goals. As with previous surveys, a number of questions concerning the college environment were presented in order to determine students overall evaluations of the college, the staff, and the facilities. These evaluations are useful in determining where we are doing a good job as well as helping to pinpoint areas for improvement. Also, for the first time this year, several goal-oriented items were included in an effort to get a feel for the overall educational objectives of the students as well as which benefits they expect to derive from an education at Sinclair.

SURVEY DESIGN

During the Fall quarter of 1993, a representative sample of classrooms (155) was selected for participation in the survey. Instructors in each class distributed the 2-page questionnaire to their students who completed it that same period. A total of 1,909 surveys were returned, which represents just under 10% of the 20,948 students enrolled that Fall.

As can be seen in Appendix A, the demographic characteristics of the sample were very similar to those of the overall population, making it possible to generalize results to the student body at large. The only noticeable variations were that credit hour load was heavier among the respondents than it was for the overall population, and the 50-72 age category was somewhat underrepresented as were the non-degree students. A possible reason for the small sample of older and non-degree students is that they often take courses in the off-campus locations and those classes were not surveyed.

Students were also asked to provide a student identification number so that additional characteristics of the sample could be retrieved from student files. Of the 1,909 respondents, 1,575 (82.5%) provided this information, enabling us to examine demographic, divisional and academic differences as well as overall response patterns. *(Note: Only those subgroup differences which were statistically significant at the .05 level or better are discussed in this paper).*

INDICATORS OF SATISFACTION

The survey first presented 18 statements, worded in a positive manner, and designed to elicit evaluations on facilities, instruction and support at Sinclair. Respondents were asked to indicate the extent to which they agreed or disagreed with each statement. Response patterns for the overall sample of 1,909 are found in Appendix B.

to indicate the extent to which they agreed or disagreed with each statement. Response patterns for the overall sample of 1,909 are found in Appendix B.

For clarity of discussion, the two "agree" categories and the two "disagree" selections were collapsed. The resulting response percentages, with the items arranged according to percent agreement, are presented in Table 1 below.

Table 1

ITEMS FROM FALL, 1993 CURRENT STUDENT SURVEY	AGREE %	AGREE (N)	DISAGREE %	DISAGREE (N)	DON'T KNOW %	DON'T KNOW (N)
SCC : A Quality Educational Experience	93.5	(1774)	4.6	(87)	1.9	(37)
Instructors are willing to help	92.6	(1764)	6.4	(122)	1.0	(19)
Students feel welcome at Sinclair	91.2	(1736)	6.9	(131)	1.9	(36)
Course work is challenging	91.0	(1734)	7.7	(147)	1.3	(24)
Students are respected by faculty	90.9	(1731)	7.8	(150)	1.3	(24)
Instructors are knowledgeable	90.3	(1739)	6.7	(129)	1.9	(36)
Staff is pleasant & helpful	90.0	(1715)	8.3	(158)	1.7	(32)
Good variety of courses offered	89.9	(1713)	8.0	(153)	2.0	(39)
Students willing to help each other	85.1	(1619)	11.4	(218)	3.4	(65)
Instuctors available when needed	79.9	(1519)	14.1	(269)	5.9	(112)
Easy to make friends at Sinclair	79.7	(1516)	15.6	(296)	4.8	(91)
Materials available when needed	78.8	(1494)	13.8	(263)	7.3	(139)
Classrooms are comfortable	78.8	(1504)	20.0	(382)	1.1	(21)
Easy to find one's way around	77.3	(1471)	19.7	(376)	2.9	(56)
Convenient course scheduling	77.3	(1469)	21.2	(402)	1.5	(29)
Counselors give accurate information	66.6	(1258)	16.6	(315)	16.7	(316)
Laboratories are well-equipped	65.6	(1235)	10.2	(192)	24.2	(456)
Required courses available when needed	65.4	(1226)	27.7	(520)	6.8	(127)

FACILITIES:

Overall Responses

Three of the satisfaction items (See Appendix B, numbers 5, 6, and 7) were directed at aspects of the physical environment at Sinclair. Overall, approximately 20% of respondents had concerns with *the ability to get around the campus easily* and another 20% disagreed that the *classrooms were comfortable*. While only 66% felt that *laboratories were well equipped*, it should be noted that almost a fourth of the students checked "Don't Know" for this item, possibly due to having taken no lab-oriented courses.

Subgroup Differences

While there were no significant divisional or demographic differences in these facility evaluations, taking into account whether or not a student was new to the College that quarter did produce significantly different responses. Students enrolled for the first time in the Fall of 1993 (N = 391) were more likely to agree that *classrooms were comfortable* (88.5% said they were comfortable as oppposed to 76.4% of those previously enrolled), and they were more likely to *disagree* that it was *easy to find one's way around campus* (23.1% of those newly enrolled disagreed as compared to 18.9% of those previously enrolled).

INSTRUCTION:

Overall Responses

Six of the 18 items (numbers 9, 13-17) were concerned with instructional issues such as the qualifications of teachers and quality and availablity of courses at Sinclair. Approximately 90% of the respondents felt that *Instructors were knowledgeable, coursework was challenging, and a good variety of courses were offered.* There was slightly more criticism concerning the *availability of materials*: 13.8% did not feel that materials were available when needed.

The two remaining instructional issues, **availability of required courses and convenient course scheduling,** however, generated the highest amount of criticism. There were 21.2% of those responding who did not agree that courses were scheduled at convenient times, and almost 28% took exception to the statement that required courses are available when needed.

This is not the first time that these issues of course availability and scheduling have generated criticism from students at Sinclair. A number of other surveys have also echoed the concern voiced here. For instance, in the Fall of 1992, over 40% of respondents to a Former Student Survey cited problems with "Course scheduling or class planning" as a reason for not returning. In a Fall survey of 936 students conducted in 1990, almost half of those surveyed felt that "class scheduling" presented at least some difficulty for them in achieving their educational goals. The lower level of dissatisfaction found in this survey does suggest that some changes for the better have been made in this area, yet the fact that nearly 30% of the current students surveyed expressed dissatisfaction indicates a need for still greater improvement.

Subgroup Differences

Responses to the instructional items were also examined taking into account the respondent's division membership and age. (See Appendix C). While over 90% of students *overall* agreed that their *coursework was challenging*, the highest level of disagreement came from those in the Liberal Arts division (over 9% disagreed), and from those at the upper (over 50) and lower (under 20) age ranges. (About 10 % disagreement).

In addition, *convenience of course scheduling*, which was shown to be of some concern to about 21% of respondents *overall,* seemed to be especially problematical for those majoring in Fine & Performing Arts (31.5% disagreed) and Engineering (25.4% disagreed).

Lastly, *course availability* which generated criticism from about 28% of the overall group, seems to be slightly less of a problem for those under 20 or over 50 while it appears to be of substantial concern to all other age groups.

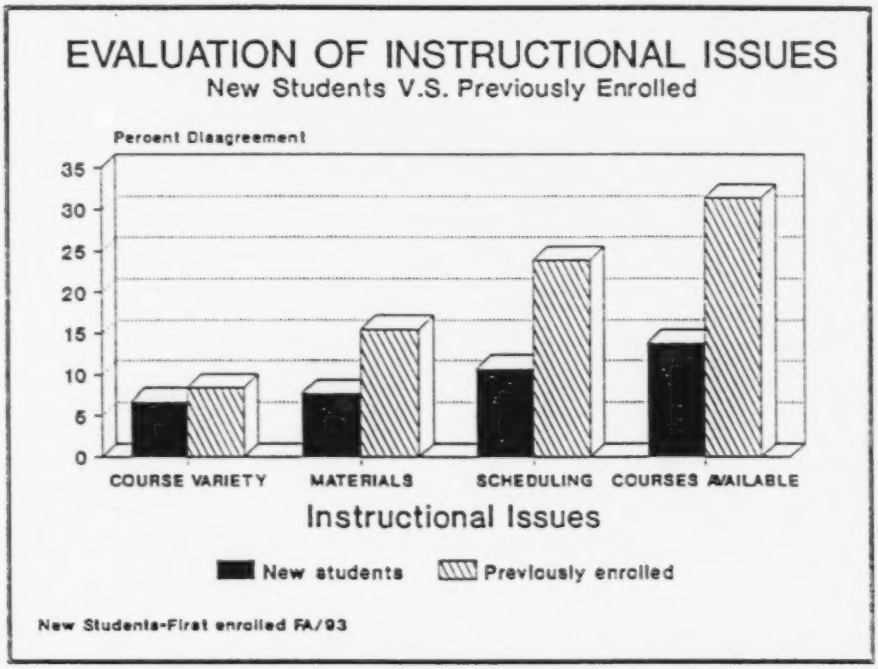
The way in which newly enrolled students responded to several of the instructional issues as compared to those who had been previously enrolled is shown in Figure 1 (Page 4). Students who had been enrolled before the Fall of 1993 were considerably *more likely to disagree* with the assertions that *course variety and availability were good, that courses*

were scheduled at convenient times, and that materials were available when needed, than those who were newly enrolled in the Fall of 1993.

Moreover, a correlational analysis was performed to see if dissatisfaction with instructional issues *increased* with the length of time a student had been enrolled. Results indicated that this was indeed the case for *convenience of scheduling, availability of required courses, and the perception of how knowledgeable the Instructors were*. The longer students had been enrolled, the **less likely** it was that they would agree that their Instructors were knowledgeable, that courses were scheduled at convenient times, or that required courses were available when needed.

These findings suggest that students who are farther along in their program of study are the ones for whom these instructional issues are most critical.

Figure 1



SUPPORT:

Overall Responses

An additional 8 items were included in the list of opening statements in order to determine student perceptions about situations at Sinclair which could function as support mechanisms.(See Appendix B: Items 1-4, 8, 10-12). Students were asked to comment on whether or not they *felt welcome at Sinclair*, if they thought that the *instructors, counselors, and staff were helpful*, if it was *easy to make friends*, and if *students were willing to help one another.*

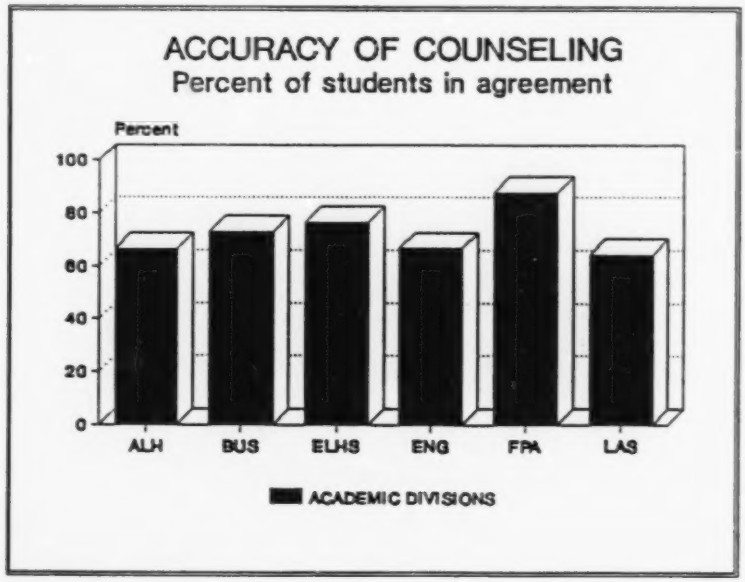
The majority of respondents (over 90%) agreed that *students feel welcome at Sinclair, that the Instructors and staff were pleasant and helpful and that students were treated with respect by the faculty*. The other four items, however, generated more disagreement. About 16.6% of the respondents disagreed that accurate information was provided by academic counselors, and there was also a certain level of criticism concerning the *availability* of Instructors (14.1% disagreed with this assumption). Approximately 15% disagreed that it was easy to make friends at Sinclair, and over 10% of the respondents disagreed with the statement that students were willing to help one another.

Subgroup Differences

The 8 support items also showed somewhat different response patterns when students were grouped according to divisional membership, age, gender and length of enrollment. (See Appendix D).

The percent of agreement concerning the *accuracy of information obtained from academic counselors* differed slightly depending on divisional membership. While only about 66% of all students felt that counselors give accurate information, the percentage of approval was especially high among students from the division of Fine & Performing Arts (87.9% agreed) and lowest among majors in the Liberal Arts & Sciences division (64.2%). Figure 2 below illustrates the divisional differences concerning the accuracy of counseling at Sinclair.

Figure 2



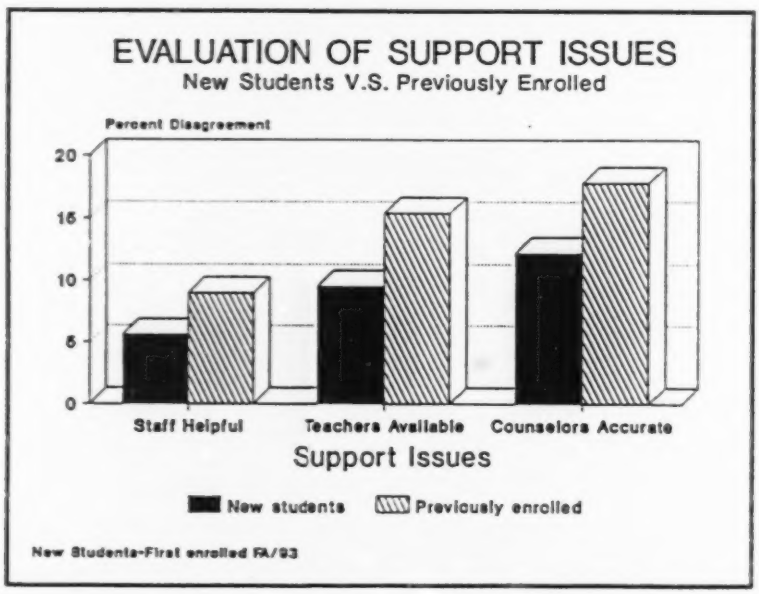
The age of those responding seemed to make some difference when asked if they agreed that *students were made to feel welcome at Sinclair* and that *students were treated with respect by the faculty*. While over 90% of all students felt welcome at Sinclair, those who were **50 or older** were the most likely to **disagree.**

Respectful treatment of students by faculty members also was viewed positively by the majority of respondents but this was especially true for individuals who were in the youngest and oldest age groups. It is interesting that the older students would feel that they were treated with respect by the faculty and, at the same time, not feel quite as welcome as their younger counterparts. Perhaps those who disagreed with the welcome item were responding to a feeling they received from other students or staff rather than faculty.

Males and females were very similar in their basic responses to the satisfaction items but differed slightly on two of the support issues. Females were more likely than males to agree that *it's easy to make friends at Sinclair* and that *students are willing to help each other.*

Lastly, significant differences in the percent of disagreement for three of the support items occurred between those students who were newly enrolled in the Fall of 1993 as compared to those who had already attended the college for additional quarters. Figure 3 below demonstrates these differences. Students who had been previously enrolled were considerably more critical of such things as the *helpfulness of the staff, accuracy of information received from the academic counselors,* and *the availability of Instructors.* The extent of dissatisfaction, however, **did not increase** with the length of time enrolled as was the case with some of the Instructional issues.

Figure 3



OVERALL EVALUATION:

Overall Responses

In addition to the specific satisfaction items, one global evaluation was included, and it elicited the highest level of agreement from the respondents. Over 93% of all the students surveyed agreed that *Sinclair provides a quality educational experience*

Subgroup Differences

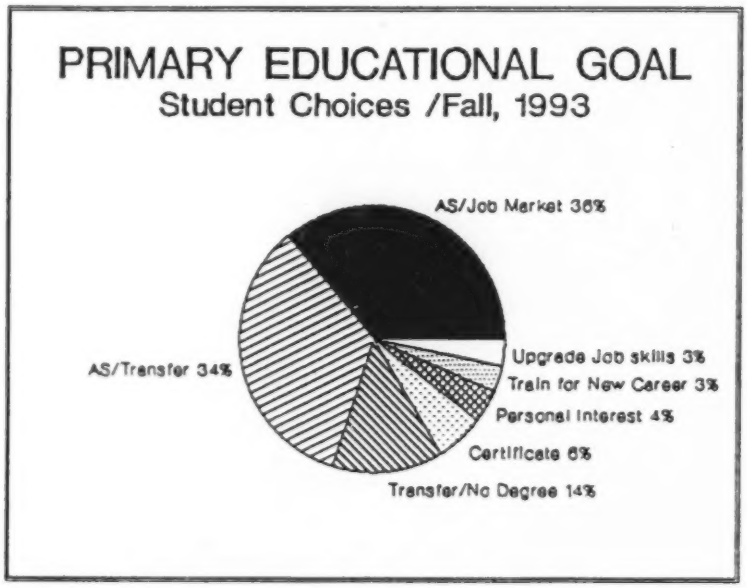
Respondents from the Engineering division were somewhat more likely to *disagree* with the overall evaluation of Sinclair, but given that their percent of agreement was still over 91%, this is probably not a meaningful distinction. No other subgroup differences were found on this item.

EDUCATIONAL OBJECTIVES

Primary Educational Goal:

The second part of the survey asked respondents to select one of seven statements which described their primary educational goal at Sinclair. (These choices also appear on the Application for Admission to Sinclair). Overall percentages for the 1,841 individuals who responded to this question are shown in Appendix E, and illustrated in Figure 4 below.

Figure 4:



Overall responses

A majority of students (70%) said they intended to *obtain an associate degree either for the job market* (36.2%) or to *transfer to a 4-year university* (33.8%). An additional 13.6% selected *transferring to a 4-year institution before completing a degree or certificate*. Each of the remaining categories was chosen by less than 10% of respondents.

Subgroup Differences

Goal selection differed slightly depending on division membership. The number one goal choice of students from the divisions of Allied Health, Business, E.L.H.S., and Engineering was *to obtain an associate degree for the job market.* Students from Fine & Performing Arts and Liberal Arts & Sciences, however, were most likely to report that their primary goal was *to obtain an associate degree and then transfer to a 4-year institution.*

The other dimensions on which students differed as to their primary educational goal were: gender, ethnic group, age, and length of enrollment. Patterns of responding for the demographic subgroups are found in Appendix F.

Both males and females indicated that they were primarily concerned with *obtaining an associate degree* but more females (39.4%) than males (30.2%) indicated that it would be for the job market while more males said they would want to transfer to a 4-year institution.

Transferring to other institutions, with or without a degree from Sinclair, seemed to be of greater importance to *Minority* respondents (56.9% indicated they would be interested in transferring) than to *non-minority* participants of whom 46.4% chose transferring.

Younger students in their 20's and under were most likely to favor transferring to 4-year institutions; 30-50 year-olds were more concerned with getting an associate degree for the job market, and 37.5% of those *50 and older* said that their primary educational goal at Sinclair was to *obtain knowledge for personal interest.*

Length of time enrolled also showed significant differences in response patterns on the question of primary goal. The table below shows the percentage of students in each of three enrollment groups who chose each of the seven educational goals.

Table 2

	LENGTH OF TIME ENROLLED		
PRIMARY GOAL	*NEW IN 1993*	*SINCE 1992*	*SINCE 1991*
Associate Degree/Job	28.8%	40.2%	37.5%
Associate Degree/Transfer	30.1%	34.9%	34.8%
Certificate	09.1%	05.0%	05.2%
Transfer Before Degree	16.0%	14.7%	12.5%
Train for New Career	04.3%	01.9%	03.2%
Upgrade Job Skills	05.9%	01.1%	02.9%
Personal Interest	05.9%	02.2%	04.1%

Responses indicate that students who had been enrolled for a year or more were more likely to select *obtaining an associate degree* than those who were new to the college in the Fall of 1993. The new students, on the other hand, were more likely to choose the remaining options; obtaining a certificate, training for a new career, updating job skills, and personal interest.

Interestingly, an age comparison showed significant differences between the new and previously-enrolled students. The mean age of the newer students was 24.4 years and only 20% were age 30 or older. In contrast, 40.7% of those in the previcusly-enrolled group were 30 or older, and their mean age was 29.4 years.

Potential Educational Benefits:

The last section of the questionnaire asked respondents to look through a list of potential benefits which could be gained by students who are pursuing an education at Sinclair. The benefits included generalized accomplishments such as developing self-confidence and learning how to be better organized, as well as specific skills such as learning to write well or strengthening math skills. Students were to select the five most important skills they would like to have attained by the time they leave Sinclair, and to rank them from "Most Important" to "Least Important".

Overall Responses

The table below shows the percentage of individuals who chose each item as their **most important** benefit. (The complete response patterns for this question are found in Appendix G).

Table 3

Percentage of Students Choosing Each Item
As Most Important

POTENTIAL BENEFIT	
Discovering the best career	22.6%
Developing self-confidence	16.9%
Developing individual initiative	10.8%
Learning to write well	8.6%
Strengthening math skills	8.8%
Learning to work with computers	7.6%
Learning to use time effectively	5.1%
Learning management skills	4.9%
Learning how to be an effective leader	4.4%
Learning how to be better organized	4.1%
Learning how to get along with others	3.0%
Developing better reading skills	2.0%
Learning how to work on a team	1.9%

The three top choices for most important benefit from a Sinclair education, *discovering the best career to pursue*, *developing self-confidence*, and *developing individual initiative*, were, rather surprisingly, all generalized accomplishments rather than specific skills. *Learning to write well, strengthening math skills, and learning to work with computers* were the most highly valued specific accomplishments while *learning to work on a team* was least likely to be considered important by the overall group. It is interesting to note that *developing better reading skills* was chosen as the most important benefit by less than 2% of the respondents, while a much larger percentage (8.6%) of students felt it was important that they learn to write well.

Subgroup Differences:

A summary table showing the top five choices for **Most Important** educational benefit from attending Sinclair and taking into account gender, age, ethnic category, and length of enrollment, is found in Appendix H.

Discovering the best career to pursue and developing self-confidence were of primary importance to both males and females. Both mentioned *strengthening math skills* but males placed it higher on the list while more females considered *learning to work with computers* as a greater potential benefit.

The main difference for ethnic category responders was that *writing skills* were deemed important by the Minority students while Non-Minority individuals included *learning to work with computers* in their top five choices.

The age group responses showed an interesting variation in that those under 30 and over 50 were more likely to consider *career choice* as number one in importance while the 30-49 year olds placed *developing self-confidence* first on their list. *Writing skills* were considered important by all respondents over 19 years old while the 19 and under students were the only group to include *learning how to use time effectively* among their top five choices.

The length of time students had been enrolled at Sinclair did not particularly differentiate their selections of most important educational benefits, as the top three choices were the same for both groups. However, writing skills were deemed more important to the previously-enrolled students while more of the newer students mentioned learning to work with computers.

Students were also subdivided according to whether they intended to obtain a degree or certificate without transferring, whether they intended to transfer to a 4-year institution either before or after obtaining a degree or certificate, and those who selected the remaining goal options. Table 4 (on the following page) summarizes the response patterns of the *transferring* and *non-transferring students*.

Table 4

TOP FIVE CHOICES
MOST IMPORTANT BENEFIT

NON-TRANSFER	TRANSFER	OTHER GOAL
Find Best Career	Find Best Career	Computers Skills
Self-Confidence	Self-Confidence	Find Best Career
Individ. Initiative	Individ. Initiative	Self-Confidence
Computers Skills	Writing Skills	Individ. Init.
Math Skills	Math Skills	Better Organized

Both transfer-oriented and non-transfer-oriented students largely focused on the general benefits of career determination, development of self-confidence and individual initiative and on the specific benefit of strengthening math skills. They differed in that those who did not intend to transfer thought it was important to *strengthen their math skills* while those favoring transfer were more concerned with *learning to write well.* Respondents who selected the other goal options, such as personal interest and upgrading job skills, were most likely to consider *learning to work with computers* as an important benefit and also were interested in *learning how to be better organized.*

OPEN-ENDED RESPONSES

The final section on the survey was an open-ended question in which respondents were asked what one thing they would change about Sinclair. Approximately 54% of the 1,909 students surveyed responded to this query. Their responses were grouped into the broad categories of *Instructional Issues, Support Issues, Facilities and Environment,* and *General Comments.*

INSTRUCTIONAL ISSUES:

About 400 respondents shared their suggestions concerning possible instructional changes. Within this sphere, the area addressed most often was that of class scheduling and course availability, (149 students expressed concerns and suggested improvements), but a number of students also commented on instructors, specfic programs, laboratories and testing, waiting lists, transferring, and course content and variety. On the following page are a few samples of the responses which dealt with instructional issues.

OPEN-ENDED SAMPLES
INSTRUCTIONAL ISSUES

* Required courses should be offered every quarter not just once a year.
* Consider offering courses earlier (7AM) to accomodate working students.
* Have more classes available at night or on the weekends for those who work full-time.
* Would like to see students give evaluations on all instructors.
* Some instructors need to update their teaching skills as they have picked up a burned out attitude which reflects on their performance.
* Provide a Saturday degree program for the full-time student.
* Offer more night courses in the Allied Health Department.
* Be completely upfront about waiting lists to get into various medical programs.
* I have been trying to get into the PTA program for 3 years and still don't know how close I am to being accepted.
* New classes in a new environment need high-level walk throughs early in the quarter.
* Change the attendance rule. If a student is getting his work done, it should be up to him whether or not he attends class.
* Have a better selection of Language Department courses.
* Make classes more challenging.
* Have more integration with 4-year universities to make transferring easier.

SUPPORT ISSUES:

Comments concerning the competency, attitudes and behavior of counselors, tutors, and staff were provided by about 70 respondents, the majority of which expressed concerns with counseling. Sample responses in this category are found below.

OPEN-ENDED SAMPLES
SUPPORT ISSUES

* Tutors are needed in Computer labs to help beginning students.
* Every student should be assigned an academic counselor.
* Would like to see counselors be better informed about the current status of things.
* It would be great if some counselors would be available in the evenings.
* The attitude displayed from your staff while I was signing up for my classes was poor; I truly felt unwelcome.
* Would like to see more kindness from the staff and security.

FACILITIES AND ENVIRONMENT:

Comments and suggestions concerning various aspects of the physical environment at Sinclair were put forth by over 23% of respondents. Many students (approximately 40) felt that it was hard to find one's way around campus because of insufficient direction markers, signs and maps. Classrooms were considered uncomfortable by quite a nmber of respondents mainly due to a perceieved lack of temperature control and/or small and poorly designed desks. The cost of parking, food, and books, concerns with security on campus, and problems with specific service departments also headed the list of student concerns. (See sample responses on the following page.)

OPEN-ENDED SAMPLES
FACILITIES AND ENVIRONMENT

* There could be maps at doorways on each floor of each building showing where you are.
* Computers should be available at more convenient times.
* Provide smoking areas; Indoors in Winter.
* Number buildings on inside walls; number stairways.
* I dont't see enough policemen or Sinclair security people watching for the safety of others, especially late in the evening.
* The Financial Aid office is horribly understaffed; having to wait one hour to pick up a scholarship form is ridiculous.
* Provide a payment plan for Registration; Register by phone.
* Trying to transfer here was terrible; maps mailed would help new students.
* We need quarterly parking passes to reduce the cost.
* Classrooms need larger desktops.
* Put a sign in each building directing students to the walkway.
* Library and computer labs need to be opened on Sunday.
* Have an ATM machine in Bldg 9 or 13.
* Improve the prices and quality of food in the cafeteria.
* Bookstore needs to be opened longer in the evening and on weekends.

GENERAL COMMENTS:

An additional 6% of the students made general comments such as expressing the wish that Sinclair could be a 4-year institution or that it could operate on semesters rather than quarters. Also, as has been typical of other surveys, many students expressed a high degree of satisfaction with the education they have received thus far at Sinclair. Below are some samples of these general responses.

OPEN-ENDED SAMPLES
GENERAL COMMENTS

* We need more outreach programs for new students.
* I've loved my time here. I have always had a chance to learn and be challenged.
* Make it more social; it's really hard to meet people.
* Sinclair should have an athletic program.
* Expand office hours; When we come for evening classes most offices are closed.
* Make Sinclair a 4-year college.
* Length of quarter or amount of material presented needs to be adjusted to accomodate better learning.
* There is nothing I can think of that I would change about Sinclair; Leave it like it is.

APPENDIX A

COMPARISON OF DEMOGRAPHIC CHARACTERISTICS
CURRENT STUDENT SURVEY SAMPLE WITH OVERALL POPULATION

	FALL 1993 SURVEY SAMPLE (N=1,575)	OVERALL POPULATION (N=20,948)
GENDER		
FEMALES	63.7%	62.7%
MALES	36.3%	37.3%
ETHNIC STATUS		
MINORITY	17.3%	18.0%
NON-MINORITY	82.7%	82.0%
AGE		
UNDER 17 YEARS	0.8%	0.4%
17-19 YEARS	13.3%	11.0%
20-29 YEARS	50.3%	41.9%
30-39 YEARS	23.1%	22.9%
40-49 YEARS	9.3%	11.7%
50-72 YEARS	3.1%	7.8%
OVER 72 YEARS	0.1%	4.3%
CREDIT HOUR LOAD		
Less than 6 CREDIT HOURS	21.8%	40.3%
6-11 CREDIT HOURS	42.4%	29.6%
12+ CREDIT HOURS	35.8%	30.1%
AVERAGE LOAD	8.82	7.45
DIVISIONAL BREAKDOWN		
ALH	25.2%	21.0%
BUS	22.2%	22.2%
ELHS	7.9%	6.6%
ENG	12.1%	9.2%
FPA	5.9%	4.1%
LAS	16.4%	15.9%
ND	10.2%	21.0%

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APPENDIX B

CURRENT STUDENT SURVEY
FALL 1993

*Social Security Number:*_____

Considering your experience up to now at Sinclair, please indicate to what extent you agree or disagree with the following statements by placing a checkmark in the correct column: (1=STRONGLY AGREE; 2=AGREE SOMEWHAT; 3=DISAGREE SOMEWHAT; 4=STRONGLY DISAGREE; 5=DON'T KNOW.)

N = 1909

	1	2	3	4	5
1. Students are made to feel welcome at Sinclair	45.3%	45.9%	5.4%	1.5%	1.9%
2. Students are treated with respect by faculty	45.4%	45.5%	5.8%	2.0%	1.3%
3. SCC staff is generally pleasant & helpful	45.5%	44.5%	6.2%	2.1%	1.7%
4. Instructors are willing to help students	54.8%	37.8%	4.8%	1.6%	1.0%
5. Classrooms are comfortable to work in	33.8%	45.0%	14.7%	5.3%	1.1%
6. Finding your way around the campus is relatively easy	35.8%	41.5%	14.9%	4.8%	2.9%
7. Laboratories are generally well-equipped	33.7%	31.9%	7.5%	2.7%	24.2%
8. Academic counselors provide accurate information	29.0%	37.6%	12.4%	4.2%	16.7%
9. Instructors at Sinclair are very knowledgeable	48.7%	42.6%	5.1%	1.6%	1.9%
10. Instructors are available when needed	32.2%	47.7%	11.2%	2.9%	5.9%
11. It's easy to make friends at Sinclair	34.7%	45.0%	11.4%	4.2%	4.8%
12. Students are willing to help each other	40.3%	44.8%	9.5%	1.9%	3.4%
13. Coursework at Sinclair is challenging	51.0%	40.0%	5.5%	2.2%	1.3%
14. A good variety of courses is offered at Sinclair	58.3%	31.6%	4.9%	3.1%	2.0%
15. Courses are scheduled at convenient times	36.5%	40.8%	15.5%	5.7%	1.5%
16. Assigned materials are available when needed	33.5%	45.3%	10.2%	3.6%	7.3%
17. Required courses are available when needed	22.5%	42.9%	21.8%	5.9%	6.8%
18. Sinclair provides a quality educational experience	54.3%	39.2%	3.2%	1.4%	1.9%

Which of the following describes your **primary** educational goal at Sinclair?

36. 2% a. To obtain an associate degree for the job market
33. 8% b. To obtain an associate degree then transfer to a 4-year university
5. 9% c. To obtain a certificate
13. 6% d. To transfer to a 4-year university before completing a degree or certificate
3. 2% e. To train for a new career by taking only selected courses
3. 2% f. To upgrade current job skills by taking only selected courses
4. 1% g. To obtain knowledge for personal interest

Below is a list of some potential benefits which could be gained by students who are pursuing an education at Sinclair. Please read through this list and answer the question following it.

1. Learning to write well
2. Learning to work with computers
3. Learning management skills
4. Learning how to work on a team
5. Discovering the best career to pursue
6. Learning how to be an effective leader
7. Learning how to get along with various types of individuals
8. Strengthening math skills
9. Developing better reading skills
10. Learning how to be better organized
11. Learning how to use time effectively
12. Developing individual initiative
13. Developing self-confidence

Which of the educational benefits <u>above</u> (items 1 through 13) do you feel is most important for you to have gained by the time you leave Sinclair? Please rank your top five choices in order of importance. (Example: If strengthening math skills was most important to you, put an 8 on the line opposite the words "Most important").

Item #	Importance
_____	Most important
_____	2nd most important
_____	3rd most important
_____	4th most important
_____	5th most important

Finally, based on your experiences to date, what one thing would you change about Sinclair?

APPENDIX C

INSTRUCTIONAL ISSUES

DIVISIONAL DIFFERENCES

DIVISION	CHALLENGING COURSEWORK PERCENT AGREE	(N)	PERCENT DISAGREE	CONVENIENT COURSE SCHEDULING PERCENT AGREE	(N)	PERCENT DISAGREE
ALLIED HEALTH	92.5	(397)	6.6	79.5	(396)	19.5
BUSINESS TECHNOLOGY	91.0	(347)	6.6	79.1	(347)	19.7
EX.LEARNING & HUMAN SER.	94.3	(124)	5.2	76.6	(124)	19.3
ENGINEERING TECHNOLOGIES	93.2	(190)	5.3	70.9	(189)	25.4
FINE & PERFORMING ARTS	92.5	(93)	6.5	68.5	(92)	31.5
LIBERAL ARTS & SCIENCE	90.3	(258)	9.3	78.8	(259)	20.8
CHI SQUARE ANALYSIS:	X = 33.8 P<.03			X = 36.4 P<.02		

Note: The "Don't Know" responses are not included in this table

AGE GROUP DIFFERENNCES

AGE IN YEARS	CHALLENGING COURSEWORK PERCENT AGREE	(N)	PERCENT DISAGREE	COURSES AVAILABLE WHEN NEEDED PERCENT AGREE	(N)	PERCENT DISAGREE
19 OR LESS	86.9	(221)	10.4	73.1	(216)	16.3
20-29	90.9	(792)	7.8	63.2	(783)	31.3
30-39	94.5	(363)	4.1	67.1	(352)	26.4
40-49	93.1	(145)	6.9	67.3	(144)	22.3
50 +	90.0	(50)	10.0	66.7	(48)	14.6
CHI SQUARE ANALYSIS:	X = 39.3 P<.001			X = 48.9 P<.0001		

Note: The "Don't Know" responses are not included in this table

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APPENDIX D

SUPPORT ISSUES

DIVISION DIFFERENCES

	COUNSELING ACCURACY	
	PERCENT AGREE	PERCENT DISAGREE
ALLIED HEALTH	66.6	20.6
BUSINESS	73.0	14.2
E. L. H. S.	76.6	12.9
ENGINEERING	66.7	15.8
FINE & PER. ARTS	87.9	7.7
LIBERAL ARTS	64.2	16.1
CHI SQUARE ANALYSIS:	X = 48.4 p <.001	

AGE DIFFERENCES

	STUDENTS FEEL WELCOME		RESPECT BY FACULTY	
	PERCENT AGREE	PERCENT DISAGREE	PERCENT AGREE	PERCENT DISAGREE
19 OR LESS	90.9	5.4	92.3	5.4
20-29	91.6	6.4	91.0	7.8
30-39	93.1	4.4	90.1	8.5
40-49	93.1	6.9	90.0	9.1
50+	92.0	8.0	94.0	4.0
	X =40.1 p<.001		X = 41.1 p<.001	

GENDER DIFFERENCES

	EASY TO MAKE FRIENDS		STUDENTS HELP EACH OTHER	
	PERCENT AGREE	PERCENT DISAGREE	PERCENT AGREE	PERCENT DISAGREE
MALES	76.4	18.2	82.8	12.9
FEMALES	81.1	14.3	87.1	10.0
CHI SQUARE ANALYSIS:	X = 16.5 p <.003		X = 21.5 p <.003	

ENROLLMENT LENGTH DIFFERENCES

	STAFF PLEASANT & HELPFUL		COUNSELORS INFO ACCURATE		INSTRUCTORS AVAILABLE WHEN NEEDED	
	PERCENT AGREE	PERCENT DISAGREE	PERCENT AGREE	PERCENT DISAGREE	PERCENT AGREE	PERCENT DISAGREE
NEW IN 1993	90.8	5.6	60.4	12.2	79.2	9.5
PREVIOUSLY ENROLLED	89.8	9.0	68.2	17.8	80.1	15.4
CHI SQUARE ANALYSIS:	X = 14.8 p <.001		X = 40.9 p <.0001		X = 31.8 p <.0001	

Note: The "Don't Know" responses are not included in the above tables

APPENDIX E

CURRENT STUDENT SURVEY
FALL, 1993

WHICH OF THE FOLLOWING DESCRIBES YOUR PRIMARY EDUCATIONAL GOAL AT SINCLAIR?

	N	VALID %
1. To obtain an associate degree for the job market	667	36.2
2. To obtain an associate degree then transfer to a 4-yr institution	623	33.8
3. To obtain a certificate	109	5.9
4. To transfer to a 4-yr institution before completing degree	251	13.6
5. To train for a new career taking only selected courses	58	3.2
6. To upgrade current job skills by taking only selected courses	58	3.2
7. To obtain knowledge for personal interests	75	4.1
	1841	100

TOTAL SAMPLE = 1909

APPENDIX F

PRIMARY EDUCATIONAL GOAL AT SINCLAIR	MALES		FEMALES	
	N	%	N	%
OBTAIN ASSOCIATE DEGREE FOR THE JOB MARKET	166	30.2	381	39.4
OBTAIN ASSOCIATE DEGREE/TRANSFER TO 4-YR INSTITUTION.	207	37.8	311	32.2
OBTAIN A CERTIFICATE	24	4.4	66	6.8
TRANSFER TO 4-YR INSTITUTION BEFORE COMPLETING DEGREE	84	15.3	114	11.8
TRAIN FOR A NEW CAREER BY TAKING SELECTED COURSES	18	3.3	29	3.0
UPGRADE CURRENT JOB SKILLS/TAKING SELECTED COURSES	23	4.2	27	2.8
OBTAIN KNOWLEDGE FOR PERSONAL INTEREST	26	4.7	38	3.9

PRIMARY EDUCATIONAL GOAL AT SINCLAIR	MINORITY		NON MINORITY	
	N	%	N	%
OBTAIN ASSOCIATE DEGREE FOR THE JOB MARKET	71	27.8	476	37.8
OBTAIN ASSOCIATE DEGREE/TRANSFER TO 4-YR INSTITUTION.	104	40.8	414	32.9
OBTAIN A CERTIFICATE	11	4.3	79	6.3
TRANSFER TO 4-YR INSTITUTION BEFORE COMPLETING DEGREE	41	16.1	157	12.5
TRAIN FOR A NEW CAREER BY TAKING SELECTED COURSES	8	3.1	39	3.1
UPGRADE CURRENT JOB SKILLS/TAKING SELECTED COURSES	8	3.1	42	3.3
OBTAIN KNOWLEDGE FOR PERSONAL INTEREST	12	4.7	52	4.1

PRIMARY EDUCATIONAL GOAL AT SINCLAIR	29 YEARS OR YOUNGER		30-50 YEARS		50 +	
	N	%	N	%	N	%
OBTAIN ASSOCIATE DEGREE FOR THE JOB MARKET	311	31.9	224	45.5	10	25.0
OBTAIN ASSOCIATE DEGREE/TRANSFER TO 4-YR INSTITUTION.	390	40.0	125	25.4	3	7.5
OBTAIN A CERTIFICATE	44	4.5	38	7.7	6	15.0
TRANSFER TO 4-YR INSTITUTION BEFORE COMPLETING DEGREE	158	16.2	36	7.3	3	7.5
TRAIN FOR A NEW CAREER BY TAKING SELECTED COURSES	22	2.3	22	4.5	2	5.0
UPGRADE CURRENT JOB SKILLS/TAKING SELECTED COURSES	21	2.2	27	5.5	1	2.5
OBTAIN KNOWLEDGE FOR PERSONAL INTEREST	28	2.9	20	4.1	15	37.5

APPENDIX G

POTENTIAL EDUCATIONAL BENEFITS
FROM PURSUING AN EDUCATION AT SINCLAIR

IMPORTANCE LEVEL
PERCENT OF STUDENTS WHO CHOSE
EACH ITEM

	MOST IMPORTANT	2ND MOST IMPORTANT	3RD MOST IMPORTANT	4TH MOST IMPORTANT	5TH MOST IMPORTANT
LEARNING TO WRITE WELL	8.6%	6.9%	6.8%	5.1%	5.8%
LEARNING TO WORK WITH COMPUTERS	7.6%	9.0%	7.3%	6.1%	7.1%
LEARNING MANAGEMENT SKILLS	4.9%	7.6%	5.9%	5.9%	5.8%
LEARNING HOW TO WORK ON A TEAM	1.9%	4.2%	5.2%	5.9%	6.5%
DISCOVERING THE BEST CAREER TO PURSUE	22.6% *	6.9%	7.2%	5.5%	6.6%
LEARNING HOW TO BE AN EFFECTIVE LEADER	4.4%	5.0%	6.1%	6.6%	6.2%
LEARNING HOW TO GET ALONG WITH VARIOUS TYPES OF INDIVIDUALS	3.0%	5.2%	5.8%	8.4%	11.0%
STRENGTHENING MATH SKILLS	8.0%	7.5%	6.3%	5.7%	4.7%
DEVELOPING BETTER READING SKILLS	2.0%	4.1%	4.3%	3.8%	3.3%
LEARNING HOW TO BE BETTER ORGANIZED	4.1%	10.0%	13.0% *	12.1%	8.7%
LEARNING HOW TO USE TIME EFFECTIVELY	5.1%	9.4%	12.6%	13.9% *	10.7%
DEVELOPING INDIVIDUAL INITIATIVE	10.8%	12.7% *	10.4%	10.4%	10.2%
DEVELOPING SELF-CONFIDENCE	16.9%	11.6%	9.1%	10.7%	13.4% *

* Item that was selected most often at that level

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APPENDIX H

POTENTIAL BENEFITS TO EDUCATION
TOP FIVE CHOICES /MOST IMPORTANT

GENDER

MALES	FEMALES
BEST CAREER	BEST CAREER
SELF-CONFIDENCE	SELF-CONFIDENCE
MATH SKILLS	IND.INITIATIVE
IND.INITIATIVE	COMPUTERS
WRITING SKILLS	MATH SKILLS

ETHNIC CATEGORY

MINORITY	NON-MINORITY
BEST CAREER	BEST CAREER
SELF-CONFIDENCE	SELF-CONFIDENCE
WRITING SKILLS	IND.INITIATIVE
MATH SKILLS	MATH SKILLS
IND.INITIATIVE	COMPUTERS

AGE GROUP

<19	20-29	30-39	40-49	50 +
BEST CAREER	BEST CAREER	SELF-CONFIDENCE	SELF-CONFIDENCE	BEST CAREER
IND.INITIATIVE	SELF-CONFIDENCE	BEST CAREER	BEST CAREER	SELF-CONFIDENCE
SELF-CONFIDENCE	IND.INITIATIVE	IND.INITIATIVE	WRITING SKILLS	COMPUTERS
EFFECT.TIME USE	MATH SKILLS	WRITING SKILLS	IND.INITIATIVE	IND.INITIATIVE
MATH SKILLS	WRITING SKILLS	COMPUTERS	MATH SKILLS	WRITING SKILLS

ENROLLMENT LENGTH

NEWLY ENROLLED FALL, 1993	ENROLLED BEFORE FALL, 1993
BEST CAREER	BEST CAREER
SELF-CONFIDENCE	SELF-CONFIDENCE
IND.INITIATIVE	IND.INITIATIVE
COMPUTERS	WRITING SKILLS
MATH SKILLS	MATH SKILLS